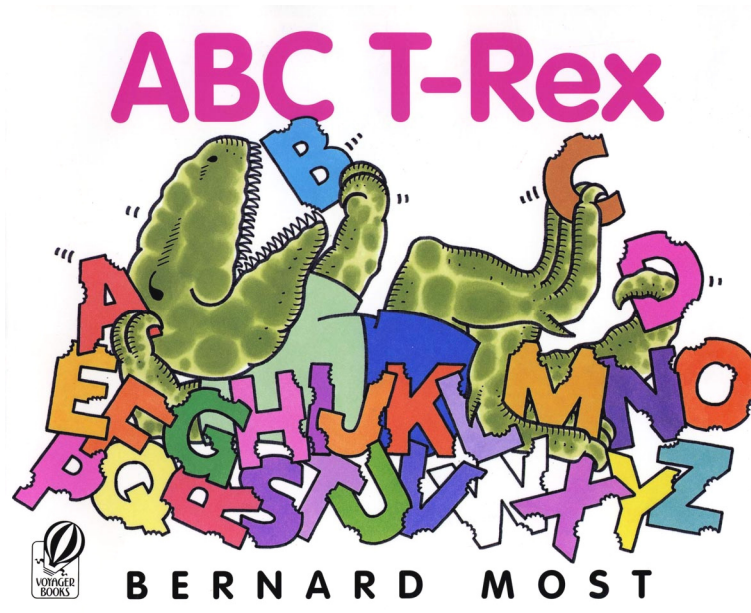


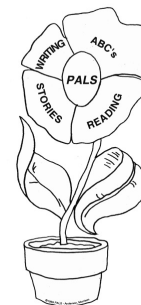
SESSION



ONE

ABCs and Learning

Parents As Literacy Supporters



TOPIC: ABC's and Learning

SESSION: 1

Key Ideas

- Knowing the letters in the alphabet is an important step in learning to read.
- Young children often reverse their letters – this is not something to panic about.
- Young children don't learn at exactly the same rate and time.
- Singing the alphabet song does not mean that the young child know all of his/her letters.
- Children usually learn the names, formation and then the sounds of the letters.

Session Overview

Beginning (ADULTS ONLY) (30 minutes)

Overview of PALS program

- Getting to know you – participants introduce themselves and tell a little about their children, names, ages, etc.
- What are you noticing about your children and letters?
 - Developmental milestones
 - reversals
 - pencil grip
 - the ABC song
- Establish the role of the parent in the classroom – to assist, encourage, support and interact with your child.

Middle (PARENTS AND CHILDREN TOGETHER) (45 minutes)

Parents interact with their child at the following centers

- 1) Alphabet puzzles
- 2) Alphabet bingo
- 3) Alphabet books
- 4) Stamp you name
- 5) Make name car with scratch and sniff textures (Jello powder)

BREAK TIME

End (DEBRIEF WITH ADULTS) (30 minutes)

What did you notice? What questions do you have? Children to rejoin the group

Big Book ABC – read to whole group

Read (*take home alphabet*) book to whole group

Gather up: Make and take materials

Materials for Session

- Alphabet books (Gage set)
- Big Books
- Alphabet cards
- Alphabet template
- Magnetic Letters

Take home materials

- PALS tool kit
bag, glue stick, scissors, pencil, eraser
- Alphabet jive
 - Recipe for playdough
 - Canadian Alphabet

Take Home Book

- Eating The Alphabet
- ABC I Like Me
- Chicka Chicka Boom Boom
- Animals A to Z
- ABC of Canada

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SUGGESTED CENTRES

<p>MAGNETIC LETTERS</p> <p>Children can use upper case and lower case magnetic letters to build their names or names of family members. Parents support the child in finding the necessary letters.</p>	<p>MATERIALS</p> <ul style="list-style-type: none"> ■ magnetic letters ■ magnetic boards or cookie sheets ■ ■
<p>CHEERIO NAMES</p> <p>Children glue cheerios on to pre-made name card with an appropriate model of their name. Parents coach their child.</p>	<p>MATERIALS</p> <ul style="list-style-type: none"> ■ Cheerios ■ name cards ■ white glue ■
<p>SCRATCH AND SNIFF NAMES</p> <p>Children trace their name on name cards with white glue. Parents help guide the child. The name card is placed on the cookie sheet and jello powder is sprinkled over the card. Allow glue to harden and dry.</p>	<p>MATERIALS</p> <ul style="list-style-type: none"> ■ Jello powder ■ cookie sheet ■ white glue ■ name cards
<p>ALPHABET BOOKS</p> <p>Children read alphabet books with their family member.</p>	<p>MATERIALS</p> <ul style="list-style-type: none"> ■ Sets of alphabet books (Gage, Dominie Press) ■ Trade Alphabet books ■ Pointers ■
<p>ALPHABET PUZZLES</p> <p>Children work alongside their parent to complete the alphabet puzzles.</p>	<p>MATERIALS</p> <ul style="list-style-type: none"> ■ a variety of alphabet puzzles – wooden, floor puzzles
<p>ABC INVISIBLE WRITING</p> <p>The parent and child stand side by side at the teachers' chalkboard. They decide on a letter to "paint" on the board and watch to see which one dries faster and becomes invisible. Children are encouraged to "paint" the letters with correct direction and formation.</p>	<p>MATERIALS</p> <ul style="list-style-type: none"> ■ Large chalkboard ■ Water ■ 2 Large paint brushes ■ Alphabet chart as a model

NOTES

RELATED WEBSITES

ABC Order

<http://www.learningplanet.com/act/abcorder.htm>

Alphabet Action

<http://www.learningplanet.com/act/fl/aact/aact.htm>

FOR NEXT TIME

What worked?

Challenges

Reminders